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ABSTRACT

A study of learning strategies in second language learning, of both English and other languages, presents a theory of the role learning strategies play and uses it to examine specific studies and to integrate research results. The research and theory described here are based on a cognitive information processing perspective of human thought and action, viewing language as a complex cognitive skill that can be described within the context of cognitive theory. An introductory chapter introduces some early studies on learning strategies in second language learning, and related theoretical background. This is followed by a rationale for cognitively-based theory in second language acquisition, and application of cognitive theory to a set of prevalent constructs emerging in the second language learning literature. Drawing on this theoretical foundation, methods of research on learning strategies, particularly collection of data, are then discussed. Four studies of strategies used by second language learners are analyzed, and conclusions are drawn. The issue of instructing learners in the use of learning strategies is addressed in a separate chapter, with reference made to two related studies. Finally, instructional models and materials for teaching learning strategies are outlined. A glossary and substantial bibliography are included. (MSE)

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